

# ARIZONA SCHOOL REPORT CARD 2002-03

Does Not Receive Profile<sup>1</sup>:

☒ Alternative School

☐ Pre-K - 2

☐ New School

## Alternative Education Center

Sunnyside Unified District  
5101 S. Liberty, Tucson, AZ 85706

Director: Ms. Pamela T. Cornell

Schedule: 7:30 AM to 4:30 PM

Web Address: Unpublished or Unavailable

E-mail: [pamelac@sunnysideud.k12.az.us](mailto:pamelac@sunnysideud.k12.az.us)

Grades: 6-12

2002 Enrollment: 204

Phone: (520) 545-2300

Fax: (520) 545-2316

### ∨ School Overview ∨

#### Mission

The mission of the Alternative Education Center is to provide students with the opportunity to achieve academic and personal success in an environment supported by individual and small group learning. In order to accomplish this mission, the school is committed to empowering students with hope, self-respect and personal responsibility for life choices and goals. The mission of the school is the shared responsibility of staff, students, parents and community.

#### Organization and Philosophy

- w Block Scheduling
- w Individualized, Self-paced Instruction
- w Year-round Schedule
- w Open Enrollment

#### School/Academic Goals

- w All students in the 2006 cohort will demonstrate mastery of the Arizona Academic Standards at the end of their sophomore year as evidenced by scoring at the Meets or Exceeds level in the reading, writing and math components of AIMS.
- w There will be a five percent (5%) decrease in dropout and a five percent (5%) increase in graduation rate for the 2002-03 school year.
- w Target 1: All students in the 2004 cohort will demonstrate mastery of the Arizona Academic Standards prior to graduation as evidenced by scoring at the Meets or Exceeds level on the reading and writing components of AIMS.
- w Target 2: All students in the 2005 cohort will demonstrate mastery of the Arizona Academic Standards prior to their senior year as evidenced by scoring at the Meets or Exceeds level on the reading and writing components of the AIMS assessment.

#### Instructional Programs

- w Multiprogram Site
- w Alternative Education High School
- w Standards-based Credits
- w Accelerated Middle School Program
- w Work Education Program
- w Alternative to Suspension
- w Special Education Component
- w Therapeutic Counseling

#### Enrollment

October 1, 2001 School Year Student Enrollment:	161
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	2

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 4 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 2 Student(s)

### Council Duties

w School Improvement Plan Coordination  
 w Parent/Family Activities  
 w 301 Planning Activities  
 w Site Coordination Activities  
 w North Central Accreditation Leadership

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	11.50
Other Professional Staff	7.00	Teacher Aide	1.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	1	0	0
10 or more years	2	4	0	0

## ▽ Shared Responsibilities ▽

### School

All programs are expected to maintain a close contact with our parents/families to assure rapid intervention if there are issues and to celebrate progress. For our middle school alternative parents the three required conferences are held at their convenience. The high school alternative program has a required parent orientation for students under 18 years of age so that parents understand how we operate. SAFE and ATS programs maintain regular parent involvement in the IEP process & home visits.

### Parents

We ask that parents communicate with the school regarding absences from school or any other barrier to educational success. We require that parents attend an orientation for any student who is under the age of 18. We ask parents to support our homework agreement. We require three parent conferences for our middle school program.

## ▽ Transportation Policy ▽

Transportation is the responsibility of the student in the high school component. Bus passes are available for students based upon financial need. Middle school age and students with special needs are provided with district transportation.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	191	<b>First Day of School:</b>	7/22/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	6/26/03

**Operates on Year-round Schedule**

---

### Report Card Release Dates

10/30/02	3/5/03	6/26/03
----------	--------	---------

---

## Additional Calendar/Report Card Information

Formal progress reports are provided at the end of each trimester. Interim reports are provided at least three times each year in the middle school program and the special education programs. We are piloting a standards based report card.

## ▽ Resources Available at School Site ▽

---

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

---

### Special Facilities

W Computer Lab

W Therapeutic Counseling Center

W Computers in All Classrooms

---

### Extracurricular Activities

W Outward Bound

W Students Participate at Home School

---

### School/Community Resources

W Parenting Programs

W Wellness Center

W Clothing Bank

W Therapeutic Counseling

W Health Clinic

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w 30 students in the ACE Middle School program completed the accelerated program with 1/3 completing 8th and 9th grade, 1/3 earning 3 high school credits and all earning at least 1 high school credit. All of these students had been previously retained.</p> | <p>w There is not yet an accurate data base for the AIMS assessment at our site.</p> |
|---|--|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	79.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	21.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	32.7 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	43.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	56.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	47.1 %			9.5 %
<b>Status Unknown</b> <sup>9</sup>	45.6 %			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Intel Teacher Award	2000
Student took 2nd place in the U of A Poetry contest	2001
Student received full year scholarship at U of A	2001
ACE/Tucson Citizen Journalism Recognition	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	--	--	--	--	--	--
	State	57484	504	24%	20%	40%	16%
Writing	School	--	--	--	--	--	--
	State	55420	493	15%	42%	41%	2%
Mathematics	School	--	--	--	--	--	--
	State	57734	459	39%	40%	14%	7%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

### Grade 10 (Class of 2003)<sup>2</sup>

Reading	School	23	441	65%	26%	9%	0%
	State	49803	512	15%	23%	48%	14%
Writing	School	18	436	50%	39%	11%	0%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	16	429	100%	0%	0%	0%
	State	50429	480	48%	19%	22%	10%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
6	Reading	--	--	53	--	--	54	--	--	53	--	--	54	--	--	56
	Language	--	--	41	--	--	44	--	--	44	--	--	45	--	--	47
	Mathematics	--	--	57	--	--	59	--	--	60	--	--	63	--	--	65
7	Reading	--	--	52	--	--	53	--	--	52	25	--	53	--	--	55
	Language	--	--	52	--	--	54	--	--	54	25	--	55	--	--	58
	Mathematics	--	--	53	--	--	55	--	--	56	0	--	58	17	**	60
8	Reading	--	--	54	--	--	54	--	--	53	0	--	55	83	21	56
	Language	--	--	46	--	--	49	--	--	49	0	--	50	76	11	52
	Mathematics	--	--	52	--	--	54	--	--	56	8	--	58	76	19	59
9	Reading	--	--	44	--	--	43	68	30	43	59	18	43	41	21	43
	Language	--	--	39	--	--	39	78	18	40	59	11	41	38	17	42
	Mathematics	--	--	57	--	--	57	78	27	59	66	25	61	41	29	62
10	Reading	--	--	42	--	--	42	68	17	42	--	--	--	--	--	--
	Language	--	--	43	--	--	44	75	19	44	--	--	--	--	--	--
	Mathematics	--	--	47	--	--	49	77	23	50	--	--	--	--	--	--
11	Reading	--	--	46	--	--	44	86	13	45	--	--	--	--	--	--
	Language	--	--	43	--	--	42	83	23	44	--	--	--	--	--	--
	Mathematics	--	--	51	--	--	52	86	23	55	--	--	--	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 5-6</b>	***	***
<b>Grades 6-7</b>	**	**
<b>Grades 7-8</b>	*	*
<hr/>		
	*Less than 10 students matched	**No information available      ***Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

AEC has a code of conduct that is strictly enforced. We have a full-time campus monitor and an officer on campus six hours each day. These individuals develop a positive rapport with our students to focus on prevention rather than intervention efforts. Our site also participates in the Arizona Behavioral Initiative Grant to review and continuously improve our school climate.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,317	\$339,046
Classroom Supplies	\$48	\$7,076
Administration	\$953	\$139,414
Support Services-Students	\$482	\$70,493
Other Support Services and Operations	\$600	\$87,809
Total Expenditures- All Categories 2000-2001	\$4,401	\$643,838

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Principal	(520) 545-2300	
<b>Transportation Policy</b>	Principal	(520) 545-2300	
<b>Community Resources</b>	Principal	(520) 545-2300	
<b>School Nutrition Programs</b>	Mary Henley	(520) 545-2300	
<b>Parent Organization</b>	Principal	(520) 545-2300	
<b>Student Health/Nurse</b>	Pamela Murhpy	(520) 545-2300	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."